Future of Academic Affairs
Breakout Session Notes
January 18, 2024

Identifying Our Research Strengths & Investing to Boost Rankings and Impact

- **In-Person Group**

In-Person Participants:
Elizabeth Langridge-Nori, Director of Global Research, Global Initiatives
Isaac Martin, Chair, Urban Studies and Planning
Tamara Cunningham, Assistant Vice Chancellor, Global Initiatives
Angela Booker, Provost, Eighth College/Associate Professor, Communication
Bradley Voytek, Professor, Cognitive Science
Jon Wade, Professor of Practice, Mechanical and Aerospace Engineering
Cristina Della Coletta, Dean, School of Arts and Humanities
Debra Bass, Communications, Office of Research and Innovation
Fritz Leader, Chief Administrative Officer, San Diego Supercomputer Center
Erik Mitchell, University Librarian
Jing Wang, Chair, Neurobiology
David Artis, Dean, Undergraduate Research Advancement

Questions/Prompts:
1. From the perspective of your disciplinary strengths as a department and considering relevant interdisciplinary networks, what is one priority area for future research, discovery, and innovation that is poised for growth and impact?
2. What are the key resources needed to support growth in this area?
3. What is a strategic activity that can begin to generate this growth?

Discussion/Responses
- From the perspective of a faculty member who joined the University during COVID: The organizational/department structure = stratification, however all great research challenges/opportunities require an interdisciplinary approach. It is difficult to know where to begin in finding potential collaborators. How do we find tools to bridge/translate the differences in discipline-specific languages? We need tools to support collaboration – a directory of topics/activities and a database of faculty engaged in these disciplinary areas.
- HDSI is working to develop a database – LLM research connection tool to help identify connections across the campus and support interdisciplinary collaboration.
- The Institute for Practical Ethics would like to cultivate a presence with universities doing similar work globally. Understanding the global context/cultural implications of ethics is critical. Requires perspective and expertise of global partners (and engagement of international campus faculty who can provide some of this knowledge/perspective).
- We have a continuous need for faculty to support undergraduate research and serve as mentors for UG students. Also needed is comprehensive and clear training/guidelines for faculty serving as UG mentors (and for mentees) regarding roles and responsibilities, expectations, ways in which mentoring/supporting UG students differs from mentoring graduate students. UG Research Hub has sponsored listening sessions with faculty and students to understand needs. CUR strongly supports this model and encourages more.
- Example of researchers in the Biological Sciences studying different organs of the body and sharing insights/knowledge as a model for interdisciplinary collaboration. How can we remove

barriers of our organizational structures to support information sharing and collaboration (when sometimes even within our broad disciplines we don't do this well)?

- How to recharge and support our collaborative and interdisciplinary work post-COVID provides a research opportunity in itself. We've had a breakdown of the normal structures that would support collaboration – spending time on campus outside of required teaching and dept responsibilities, attending a meeting, engaging in workshops. This has greatly reduced our ability to engage, form relationships, and find easy paths to possible research collaborators. We need to rebuild trust, reduce fear, incentivize faculty to engage in work outside of their usual scope. We need to provide a campus infrastructure of support for campus engagement and collaboration (create opportunities, provide seed funding without complex application processes). In addition, we need to recognize and understand generational differences between faculty groups and what may be needed may differ.
- We have the 4 grand research themes from the original strategic plan. Ask/survey faculty which research theme they best identify with and how they envision engaging in the work. Establish an inventory based on these data, build community, offer seed grants and hold workshops for networking thematically.
- A new campus seed funding program will be announced shortly to support interdisciplinary research (Collaboration Catalyst Grant).
- Continue to build upon and enhance a nimble and comprehensive infrastructure to support sponsored research (perhaps in the sponsored projects office). Provide staff (PM) support to assist faculty in assembling data and compiling information needed for large grants, especially interdisciplinary.
- Similarly, we need enhanced resources and training to support IP and converting research into product (consider opportunities and potential barriers).
- Be inclusive in defining "researcher" and ensure that the voices and contributions of non-Senate research faculty are valued and included in our interdisciplinary research activities. Invite and include them in mentorship opportunities – they have a lot to contribute.
- Considerations of AI and growing our infrastructure to support development of large language models.

- **Online Group**

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Participants: 2 - Ashley Atkins, COS at SDSC and Jeannie Morrow (fund mgr, MSO at CSE)

- Where do you think AI is taking us? These are huge challenges but also an exciting opportunity for us. Talented people working on this new challenge/opp.
- What are some examples of how do you feel AI is a defining moment? Meeting people where they are. Solving a problem with a transportation need (accessibility needs during construction,

elevators, etc.). This is the level that the tech can help. Her background is in hydrology. Access to clean water is something that potentially AI can help with this (I know that sounds broad).
- How can AI help in ways that lit, humanities, etc.? Nexus between science and policy - example is wifier lab (public impact research unit to collect data for fire risk and activity in real time), use inspired approached. The end is inspired by the beginning but isn't everything. Data collection was determined by the end user (use inspired science); this is a pivotal change. AI can accelerate and enhance inspired science.
- CSE just recruited some faculty with experience in AI. Have some machines for this (machine learning)
- Ethical questions for AI (socially responsible issues with Open AI).
- AI is most effective by linguistics trained people because they understand the nuance of language and meaning and how AI is structured to provide information
- Chat GPT can helpful to give more succinct and somewhat vetted information
- UC system is working for licensed version of Chat GPT (free or cheaper access) - Triton GPT
- Difficulties in hiring skilled researchers (could be due to COL challenges) but there are other delays that are impeding our growth; steep learning curve

Expanding Our Summer Academic Offerings

- **In-Person Group**

  - UC Summer Start- intentional outreach to students

  - Who enrolls in summer courses- graduating students/ upperclassmen

  - Ease of finding summer courses- UC Berkeley makes it easy, UCSD is difficult to find out

  - Transportation / cost of living/ employment are challenges to students trying to take summer courses

  - Does remote learning during the summer help solve these barriers?

  - What do students/professors want? What happens when remote learning goes away?

  - Does the professor care that summer students come from different UC schools? What are the benefits? What are incentivizing students/ professors?

  - What would happen if remote summer class were cut? How would it affect fall registration?

  - Get people here early so that there could be a social aspect of taking summer classes, join clubs, study groups, make friends

  - Research faculty is tough to get to teach summer courses

Future of Academic Affairs
Breakout Session Notes
January 18, 2024

- Example at Stanford: institutional funded program. Freshman to sophomore year, help with courses, research opportunities, internships. Had to have on campus housing, employment. Working with faculty, transportation, and housing to get students employment during the summer (first generation/ low income) cohort, they lived together. Enrolled in at least one course

- Are Seniors taking lower level classes during summer? Can we offer it to Freshmen or Sophomores?

- If students aren't enrolled in summer classes, can they still access school funded resources like health and welfare.

- The financial aspect wasn't enough to incentivize faculty in Bio/ research/ labs to teach in summer? Teach during the summer, possible winter off

- Cohort of faculty in the summer? Time on load?

- Ask faculty what would get them to want to teach during summer?

- Faculty complain that they can't teach a course in 5 weeks

- Incentivize at the department level? Department chair would be more motivated

- Sometimes throwing money at a department might disincentivize due to enrollment requirement increases.

- A 2-3 course offering but a requirement would be to teach a summer course. We can offer to new faculty, kind of like an orientation to campus

- If we make faculty teach in the summer, would they fall behind on their research?

- Bring in new associate professors to teach summer courses? Faculty train associates, now Incentivize students to teach

- Maintenance of a lab? How can you maintain a lab during the rest of the year if the lab can't undergo maintenance during the summer?

- We don't want to prevent students to enroll in courses

- Can we make the summer session a way to introduce student and new faculty to UCSD?

- **Online Group**

<u>In the breakout room</u>: Jackie Tam, Shahrokh Yadegari, Tricia Taylor Oliveira, Rachael Lapidis, Chrissy Sharp, Dana Brehm, Keith Tindall, Tamara Schaps, Lori Hullings, Alysson Satterlund

Future of Academic Affairs
Breakout Session Notes
January 18, 2024

Questions:
1. How does your department strategize summer course offerings?

- Put out a call to faculty to find out who is interested in teaching summer
- Even though they are trying to find courses that will make the time to graduation shorter, who is available to teach most likely determines what is offered.
- They sometime determine course topic based on what opportunities can be given to grad students
- Data of what courses are needed/helpful for students is not available at the time of decision.
- Always planning two quarters ahead (when data is not yet available). Also, might not have the faculty available.

2. What can we add to Educational Innovation's analysis? (Currently we account for DFW, Waitlist, cadence, and complexity of sequences/prerequisites)

- Ways to mobilize resources in terms of student success
- Include Grad students' experiences
- Summer is an opportunity to employ them but also lift them up
- What can we do to coordinate and work together for more opportunities for the grads?
- What other populations might we involve?

3. What barriers do you or does your department have to offering summer courses?

- Faculty are appointed as a 9-month position
- Not as much discussion for summer teaching
- Timing of courses and when the sessions happen
- Interest in offering shorter sessions like 3-week classes
- 3-week session might be more doable but also compressed timeframe could also be a challenge
- An E course submission will be needed for remote summer courses
- Non-traditional classes
- Challenging to identify faculty so that they are compensated for summer courses, or internships
- Over summer most are doing research
- Wont' know until after spring quarter what courses will be needed.
- Depends on which faculty want to teach rather than choosing the courses that are wanted/needed
- New major does not have as many students (ex: nanoengineering)

4. What are the barriers for students who aren't currently participating in Summer Session or other summer programs?

- Students not on campus
- Summer work
- Lack of housing availability
- The exception to offering remote classes is changing after the pandemic.

- Housing can be a barrier for students who do not live in the area
- Students will have to apply for financial aid
- Students will forego summer earnings by taking courses.
- Cost is a barrier or a consideration
- Lower income students trying to graduate without student debt
- We don't have the same financial aid availability in the summer
- Students need to take out loans
- Student engagement wains in the summer

5. In addition to listing high priority courses, are there any trends that we can address through existing or new summer programs

- Consider the summer as a fourth quarter, with many opportunities in addition to summer courses (grad, undergrad, non-credit, internships, etc.)
- Capture the many opportunities already existing on campus and making those available widely

Transparent, Service-Oriented Administrative Culture

- **In-Person Group**

Questions:

1. What other information would it be helpful to have available through the APS transparency dashboards?

   We did a lot of work internally to roll this out to the campus. Processes have become opaquer as we have grown. Many of the choices the campus makes need to be accompanied by a why. We are governed by policies of UC. Removing opacity and doing it more efficiently is a goal.

   Is there a way to mechanically import information from BioBibs?

2. What other kinds of transparency dashboards could be helpful?

   *Transparency is not just about where the files are at what stage but also **what kind of information is captured** on dashboards.*

   *Thinking about construction of dashboards and striving for transparency we could take a step back and think about **what questions people care about**. Are there targeted questions that people care about that we could build a dashboard to answer?*

   ***It requires effective communication.** One AP challenge is that every department has a different work flow. The average time spent in each unit could be improved and that would improve efficiency overall. There are AP components in each Deans staff that do not report centrally which makes it a challenge to be transparent. Tools are good in general but do not correctly capture scientific titles or the performing arts completely.*

Another domain where is needed is **policy and its layers**. An AI tool could play a key role here.

There is still a lack of transparency and secrecy around salary equity because you don't know what job cards are used to determine salary or who makes the decisions. If salary ranges could be reported to faculty so they can see where they stand related to salary equity. They often compare themselves to something reported in a newspaper that includes many other things.

 A way to systematize the academic component is needed. The methodology is out of date and needs to be assessed.

3. What other methods or tools can help us be more transparent and service-oriented?

Transparency can be thought of comparatively. Where do you land in the career track? Etc. Can comparative data be included? Part of the challenge is that there is information out there that faculty find. As a hiring person you have limited say in it.

The framework of equity studies would have some caveats but would be a way of creating transparency.

Transparency is important for efficiency. Speed is a key component for hiring.   Faculty and PIs are always asking why the process is taking so long. We are talking about existing faculty. How can we help with hiring faculty? We are working on search approval process to eliminate log jams. The AP Recruit system has to be used. Maybe the department chair or dean can see the transparency dashboard rather than the candidate. A file is a type of academic review for an appointment. There is an administrator dashboard. The lack of clarity here has become a part of the recruitment process for candidates at UCSD because chairs cannot see what is holding up a recruitment.   Everything has to be in place before a candidate can certify. We compete with private universities that have more flexibility and can make offers sooner. There may be some flexibility with letters of intent. AP is becoming its own career track and is going through issues with getting more transparency. This drove the AP dashboard.

We can't have trust without transparency. It helps people trust the process and to know they are not being singled out. We often get blamed for things we are not involved in with regard to offer letters. This is a framework for why we need transparency.

- **Online Group**

Transparency dashboard -

- o Use of Interfolio and Faculty 180
  - What we use for processing faculty files
  - APS website > Faculty Resources > Useful links for faculty
  - https://academicaffairs.ucsd.edu/Modules/APS/Portal
  - Review stage
    - Can see exactly where they are in the process
    - Using Interfolio engine
    - Soft roll out of this

- Encouraging units to start using it, and putting it into Interfolio earlier so we can follow from the start
  - o Implement Kuali to speed APS processes
    - Admin appointments
    - Course overload approvals
  - o Cindy
    - During visits to department, always ask what else we can ask; Dashboard grew
      - Added box for bookstore
        - o Often found difficulty finding place to go to order their books for the quarter
      - One stop shop place to see their research portfolio, so added that research block as well
  - o Could add things like status of different forms -- what do you think?
  - o Frank Silva:
    - Can you show us where to go?
      - Useful links for faculty (under compensation)
    - There is also a different admin dashboard under tools for dept. chairs > Admin dashboard
      -

1. What other information would it be helpful to have available through the APS transparency dashboards?

- Becky Arce: Appropriate to have box for summer? Differences in summer appointments -- help them understand what aligns and what doesn't
  - o CP: what info would be helpful there?
  - o Becky Arce: are they eligible, what is compensation, are they taxed, etc. Most of what they ask about the appointments during the other terms, they want to know about summer session
  - o CP: general FAQ about summer appointments?
  - o BA: huge demands from students, but we don't have faculty to match. Interest in attracting more faculty. Lot of times it is a lack of information, esp. for new faculty. Want to introduce them to summer teaching opportunities
- Taryn Walker: inquiries about specific policies, including various types of leaves
  - o Box for leave history
  - o But specifically, for HR
    - Leave Without Pay
    - Links to whatever info there is with regards to their benefits, depending on what type of leave they're on (military leave, etc.)
  - o CP: So, you think a policy FAQ? Or specific to an individual person?
  - o TW: Both would be helpful
-

CP: This has been specific to academic personnel, but thinking more broadly, other kinds of dashboards that could be helpful? For example, if folks want to know about ESR projects or financial systems

2. What other kinds of transparency dashboards could be helpful?

- One thing that may be helpful is a detailed onboarding information landing page for new faculty. For example, a clear map of the sequence of a file (the steps to go through) FAQ for commons questions with answers to university policies, and clarifying what is a department decision
  - Cindy showed example
    - Current Academic Review and Employment History
    - Currently says sept 6 out of 14
      - Working to have a link that shows you what each of those steps is
      - Activity log is everything that has happened with that file
    - There is also the life cycle flowchart https://aps.ucsd.edu/faculty-resources/academic_life_cycle.html
  - Question about whether we can do this for new faculty
    - Good question. See what we can do for new appointments and onboarding as well
  - Also applying the whys to these dashboards too
    - Not just what, but the applicable policies and the requirements that explain why it is this way
- Becky Arce: Information for visitors -- like visiting faculty, students, etc. especially over the summer?
  - We know there is a demand for that. There isn't a repository -- right now it's at the department level. There isn't a centralized repository for it
  - BA: even departments, we struggle with them posting anything about summer on their website. What they're offering may not be on their site
    - People don't' know where to start or who to go to

- CP: Really encourage you all to look at the APS website.
  - We have File academic review flowcharts, file submission statistics so we know how we're doing

3. What other methods or tools can help us be more transparent and service-oriented?

- We talked about Kuali, and how APS is trying to convert all forms into Kuali
  - Kuali has some limitations -- know that only submitters can track status of items
- Other thoughts of tools, systems, methods that we can look at to achieve greater efficiency and more focused on users rather than administrative outcomes
- What are your thoughts on Kuali in general as a resource for that?
- Do you prefer PDFs?
- Has anyone used the Kuali tool for faculty administrator appointments? Or GCCP? We're thinking of expanding that into other forms of exception forms. RTADs are also on Kuali now
  - The hope is that we will have these on the dashboards so people can follow along there as well
- No comments…

- What is the most difficult aspect of Academic Personnel that we can help you with? Things that are really difficult to navigate and you don't know where to go?
- Sandy: Question on Kuali -- issue we've had with Kuali -- doesn't necessarily notify us when action is needed, specifically, doesn't notify us when correction is needed so forms can sit out there for a long time, unless we're checking them constantly and proactively following up on them outside the system
  - CP: Very good question
  - Heather Zion: Can you please explain? Fixing it depends on issue. If form is stuck at a certain step, we can try to send more auto notifications to people. If issue is visibility for others, there are some things we're trying to work on so people at the school level can see. Shoot Heather an email and she will try to follow up
  - CP: Main complaint about Kuali is that you aren't getting notified, or that you can't track it
    - Would you want notifications at every step?
  - Sandy: When a CORRECTION is needed on the form, they aren't notified. Think the corrections notification would be most helpful
  - CP: Definitely want to be notified when done, want to be notified when something needs to be done or fixed.
  - CP: What about the other users along the way? How many notifications should they get/would be useful to them? Want to be aware that overloading inboxes can be counterproductive.
  - Ceci Ozkan: For us, more is better. Getting notifications along the way. Not just initiator. Everyone who is part of the approval process.
    - CP: That doesn't include the faculty member who is the subject of the process
    - Ceci Ozkan: No, don't think they need to be involved. Initiator will let them know
- Heather Zion: Way FSLP works, they are notified. Could someone clarify who additionally would need notification?
  - Ceci Ozkan: We had an FSCP that was denied, and only the initiator was notified. So it was actually processed by the person who does UCPath, but they never received notification that it wasn't approved.
  - ELSA form
  - Ceci Ozkan: Isn't an issue though until there is an error.

CP: Transparency isn't just about dashboard, but having information available and knowing where to go.

- Faculty may use dashboard periodically, but staff may be more likely to use more often
- What about things that administrators could benefit from? For example, FEAs?
  - Frank Silva: Maybe, but not sure about FEAs. They are involved in a lot of the actions that are already on the dashboard. Can add this to the agenda for the FEAs next meeting with Cindy Palmer

> - o   CP: Only want to give information to people who need it -- relevant to their position/role. But there is also public information. Some things that may seem private and confidential but really are public (like salary info).
> - o   CP: Welcome thoughts on who has access and when
>
> o   FS: questions about how faculty leaders move through the steps and ranks -- question about whether this was available so that people could see how they are moving compared to colleagues or in general by department related to that type of activity?
> - ▪   CP: would be a matter of protecting names, but providing data like averages for men for example
> - ▪   CP: How many people got tenure for example, and how long it took on average, for example. For a department. And then comparing different demographic groups
>
> o   Ceci Ozkan: If we log into dashboard and see errors in the data, who should we contact to correct the mistakes?
>
> - ▪   Faculty don't want to be the gatekeepers responsible for checking and correcting the information
> - ▪   CP: We're asking faculty to contact the APS contact in their department as their first point of contact
>   - •   All of the data derives from AP data/sources, or other institutional repositories that they may not be able to access or resolve
>   - •   We are trying to do some data cleaning ourselves within APS (e.g. milestones)

WASC Accreditation
- **In-Person Group**
    1. What successes do we want to highlight in our interim report and WSCUC review?
    2. What challenges should we discuss?
    3. How can your units work to address any of the eight areas identified in the Commission letter?

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1. What successes do we want to highlight in our interim report and WSCUC review?
    - **Closing the graduation gap**—we are close to 75%-*ish*- we are not there yet.
        - •   We dipped last year because with the class of 2018 there were a lot of operational issues getting them up to speed. There was another bounty in 2021. We will always see a little wiggle in these numbers.
    - **Equity gap work:** The equity gaps are where we need to spend our time assessing. We need to see if what we are doing now is impacting various groups.
        - •   With the assessment grants- they are focused on addressing equity gaps- this year, they are looking at CLOs and we can target interventions more specifically. We need to really find what is driving these gaps.

- The TLC is working on a plan to restructure group data- and there will be a person who can help look at course level data and help faculty look at this information.
- **Holistic Teaching Evaluation**-
  - We've made great progress with Holistic Teaching Evaluation. There is an implementation committee that is focused on implementing the teaching portfolio and the new student evaluations.
  - Opportunity: Inclusive pedagogical practices- what are people actually doing to address this?
  - Opportunity: How do we get faculty to address assessment and anti-racist pedagogy in their portfolios?
- **Selective Major work**- *we've made significant progress here that we can show off*
  - The workgroup has revised the system for continuing students to enroll in selective majors. Rather than looking solely at grades, we have a point system which will encourage a more diverse population. Applicants who have completed the screening courses and are in good academic standing will be admitted into the major using a standardized admissions process: Applicants will receive one point for each of the following, as applicable: First-generation status, Pell-grant eligibility, California residency, and having a GPA of 3.0 or higher in the major screening courses. Students with the highest number of points are admitted. Ties are broken randomly. All students will be considered, regardless of how many other majors they have.
  - We (DUE/EM) have been meeting with departments to show them what the landscape looks like and talk to them about enrollment goals.
    - (Possible challenge/opportunity): This can in turn make it more complicated for students because there isn't a list per-say of majors that are selective (but really, this affects only a select few majors).
- **The campus vision**- everyone seems to be on board with the EVC vision/collective impact. We do get buy-in from faculty- we have ambassadors. This might be something to highlight.

2. What challenges should we discuss?
   - Pressure cooker environment.
   - We don't really know what people are doing in the classroom
   - Do we look at faculty evaluations every year? Do departments review evaluations every year? Do chairs look at them? What is the obligation/mechanism? What is the practice across campus?
   - Increasing the number of TAs has been a challenge.
   - Will changes to FAFSA impact the campus?
   - How does the University define success? Is there a clear understanding across departments?

3. How can your units work to address any of the eight areas identified in the Commission letter?
   - IR: helps provide the facts, run analysis

- Grad rates are not the only measure of student success… what other measures can we look at?
- Data around high priority courses/ curricular analytics- how can shifting our focus here close equity gaps
- Collective Impact: they can help tie everything together- we can discuss the connectiveness across campus, and how each issue/point is really connected to driving student success. This could help us frame our report.
  - What are CI's active projects? Can we get a list of their current project list?
- EDI: Accountability structure is fundamental for these discussions.
  - Units have accountability reports, they have program review- the work is being consistently being reinforced.

- **Online Group**
  1. What successes do we want to highlight in our interim report and WSCUC review? Doing a lot more assessment, getting into numbers, what we've done to reduce to eliminate equity gaps
     a. Collective Impact - working on identifying metrics
     b. Math 10A - supplemental instruction support for students to take placement test

  2. What challenges should we discuss?
     a. #6 Lack of keeping up with surge and what we can do to support increasing capacity. What will be a sensible way to approach and tackle this challenge
     b. Staffing - we need to pay staff to stay, our pay is not competitive, supplement cost of living for SD
     c. Summer is no longer a time to recharge
     d. Staff is burnt out

  3. How can your units work to address any of the eight areas identified in the Commission letter?
     a. Affordable Learning - made a lot of progress
     b. Providing more support for program assessment
     c. 4-year grad rates are better but need to zero in on transfer student grad rates
     d. Standardizing the process for continuing student admission to select (capped) major.